

# Teaching Assistant Level 3

Applicant Pack



Outstanding Achievement for All

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## The vacancy

### Post advert

|                                   |                                 |
|-----------------------------------|---------------------------------|
| <b>Deadline for applications:</b> | 11.59pm on 11 November 2024     |
| <b>Interviews to be held:</b>     | Week beginning 18 November 2024 |
| <b>To start:</b>                  | ASAP                            |

Hope Valley College are seeking a passionate and inspiring Teaching Assistant to provide support and guidance to students inside and outside of the classroom in their variety of learning needs.

In addition to excellent numeracy and literacy skills the essential requirements are excellent communication, inter-personal skills, the ability to plan, assess and deliver literacy or numeracy interventions and a desire to work with young people helping them to realise their potential.

Experience of working with young people in a school setting is essential.

The working hours are 8.30am – 3.30pm, 4 days a week, but there is some flexibility regarding working days.

### Role summary

|   |   |                   |
|---|---|-------------------|
| <b>Post title:</b>  | Teaching Assistant Level 3  |                   |
| <b>Profile:</b>   | LD2.5   |                   |
| <b>Grade:</b>   | Grade 4   |                   |
| <b>Grade spinal point range:</b>                              | SCP 7 to 12   |                   |
| <b>Salary:</b>  | £24,294 - £26,421 (pro rata £14,683 - £15,969)  |                   |
| <b>Accountable SLT post:</b>                                  | Deputy Headteacher – Culture  |                   |
| <b>Line manager (if different):</b>                           | HLTA/Inclusion Manager  |                   |
| <b>Staff to be supervised or line managed by post holder:</b> | NA  |                   |
| <b>Post holder will work with:</b>                            | Deputy Headteacher – Culture, SENCO, education support team, other teaching and support staff   |                   |
| <b>Holiday and sickness relief:</b>                           | By and for other Education Support Staff  |                   |
| <b>Purpose of post:</b>                                       | To work under the instruction / guidance of the SENCO to provide support and guidance to students in their variety of learning needs including assistance with personal care & mobility. To assist the teacher in the management of pupils within and outside of the classroom. |                   |
| <b>Version revised:</b>                                       | January 2024  |                   |
| <b>Contract:</b>  | Permanent   | 26 hours/39 weeks |

## Job description

The post holder must at all times carry out their responsibilities within the spirit of the school and trust policies and within the framework of legislation relating to academies and education, with particular regard to the statutory responsibilities of the trust and the governing body of the school.

The specific duties and responsibilities include but are not limited to:

### Specific duties and responsibilities

To be responsible for providing pupil support to the standards required by the Trust and appropriate external bodies. Duties will include, but not be limited to:

#### Support for the Pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of SEN Support Plans
- To act as a keyworker for individual or groups of students.
- Ensure productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

#### Support for the Teacher

- Work with the teacher to establish an appropriate learning environment.
- Work with the teacher in lesson planning, evaluating, and adjusting lessons/work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports, as required, to the teacher, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
- Undertake marking of pupils' work and accurately record achievement/progress.
- Promotion of positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, as directed.
- Administer and assess routine tests and invigilate exams/tests.
- Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc.

## Support for the Curriculum

- Implement agreed learning activities and interventions, adjusting activities according to pupil responses/needs
- To deliver specialised SEN intervention for a range of students across all key stages
- To supervise students within student support
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

## Support for the trust/school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Work in a flexible way to respond to the needs of the trust and to fulfil other duties and responsibilities appropriate to the grade and role as and when required.
- Be aware of and support difference and ensure equal opportunities for all.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Contribute to the overall ethos/work/aims of the trust/schools.
- Participate in relevant training, other learning activities and performance management as required.
- Team responsibilities: all staff are considered part of the overall trust team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.
- From time to time, to meet the needs of the trust, you may be asked but not expected to work hours additional to your normal working hours. The trust will give you as much notice as possible and you will be paid/recompensed for such work. Situations where this might be required are, for example: relevant key school events such as open evenings, exam results days, trips, clubs, training etc.

## Changes to these duties

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher/Principal.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the governing body or board of trustees and/or senior leadership team as required. Trade union representation will be welcomed in any such discussions.

# Person Specification

Job Title: Teaching Assistant Level 3

| REQUIREMENTS  | Essential | Desirable | Assessment method<br>A = application<br>I = interview<br>R = reference |
|---|-----------|-----------|--|
| <b>Knowledge, experience and skills</b>   |           |           |  |
| Experience of working in a school or educational environment  | ✓         |           | <b>A</b>   |
| At least 1 years' experience of working with students in an educational environment   |           | ✓         | A  |
| Understand of school curriculums  | ✓         |           | A/I  |
| Understanding of strategies to assist classroom teaching and support students   | ✓         |           | A/I  |
| Ability to use own initiative to work flexibly and respond positively to a range of situations  | ✓         |           | A/I  |
| Generic administrative experience to include word processing/typing, filing, collating, proof-reading of material, data entry and spreadsheet use, using Microsoft Office packages. | ✓         |           | <b>A</b>   |
| Customer services experience.   | ✓         |           | <b>A</b>   |
| Working in a busy environment with many priorities and conflicting deadlines.   | ✓         |           | <b>A / I</b>   |
| <b>Qualifications</b>   |           |           |  |
| Good level of literacy and numeracy eg GCSE Maths and English at grade 4 or above.  | ✓         |           | <b>A</b>   |
| NVQ Level 3 or equivalent or relevant experience and skills   | ✓         |           | A  |
| Evidence of regular, relevant and recent personal development.  | ✓         |           | <b>A</b>   |
| <b>Other skills</b>   |           |           |  |
| Communicate effectively with people at all levels eg school staff, students, governors and external contacts/ suppliers.  | ✓         |           | <b>I</b>   |

|  |   |   |       |
|--|---|---|-------|
| Work effectively as part of a team recognising own role as a team member.  | ✓ | ✓ | A / I |
| Able to maintain a positive focus, accepting constructive criticism positively and learning from it.               | ✓ |   | A / I |
| Demonstrate an enthusiastic and positive approach regarding change, having a definite 'can do' mentality.          | ✓ |   | I     |
| Ability to learn from experiences.   | ✓ |   | I     |
| Ability to carry out instructions accurately and effectively as directed by line manager.                          | ✓ |   | I     |
| Demonstrate customer care.   | ✓ |   | A     |
| Ability to work alongside young people (not necessarily in school environment).                                    | ✓ |   | A / I |
| <b>Interpersonal skills</b>  |   |   |       |
| Ability to maintain confidentiality  | ✓ |   | A     |
| Accuracy when receiving information (verbally and written) and communicate information effectively and accurately. | ✓ |   | I     |
| Able to make a positive contribution to the team.  | ✓ |   | A     |
| Able to reflect on performance and further develop own knowledge and skills to improve performance.                | ✓ |   | I     |
| Maintains standards set by the organisation.   | ✓ |   | I     |
| Takes responsibility for own actions.  | ✓ |   | I     |
| Ability to work alone unsupervised and manage own workload.  | ✓ |   | A / I |
| <b>Child protection</b>  |   |   |       |
| A commitment to the responsibility of safeguarding and promoting the welfare of young people.                      | ✓ |   | I     |

## Hope Valley College

Hope Valley College is an 11-16 comprehensive school set in a beautiful location in the village of Hope in the heart of the Peak District. The school was originally modelled on the lines of the successful village colleges originated by Henry Morris to provide community education. Hope Valley College now welcomes 550 students from a wide area including Derbyshire, Sheffield and Greater Manchester. On our site, housed in a purpose-built facility, we also run a post-16 SEND provision; Hope Valley Pathways prepares young adults with SEND for life and work and has up to 20 young people on roll.

At Hope Valley College, we offer an ambitious curriculum that is supported by a wide range of enrichment activities. We have high expectations of our students, who achieve well and who are encouraged to embrace the opportunities that our beautiful location offers.



In addition to trust-wide benefits for all staff, those at Hope Valley College also have access to:

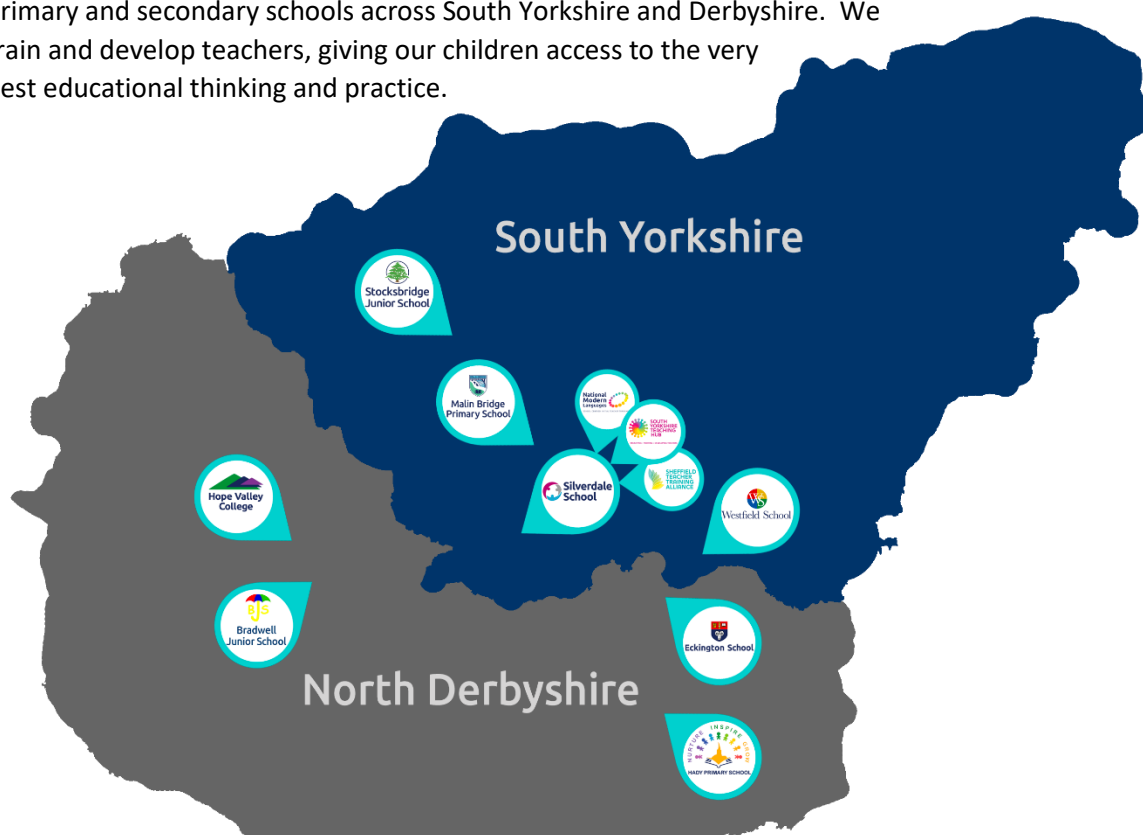
- Supportive and friendly staff and leadership team.
- Free staff parking.
- Opportunity to be part of the varied extracurricular offering, including Duke of Edinburgh's Award programme, and many outdoor adventure activities.
- Internationally renowned rural landscape on the doorstep.

You can view the school website at: [www.hopevalley.chorustrust.org](http://www.hopevalley.chorustrust.org).



## Chorus Education Trust

Chorus Trust is a growing trust, committed to providing every child with the best education in both primary and secondary schools across South Yorkshire and Derbyshire. We train and develop teachers, giving our children access to the very best educational thinking and practice.



Our vision is 'Outstanding Achievement for All'. We want to create a culture of success in which our children and young people can succeed. We do this through the provision of safe and supportive schools, collaborating to ensure our children benefit from a more effective spend of public money.

As part of the Chorus Trust Team, all staff have access to:

- 

An ethos of being a **force for good**; of being part of a team that enables 'outstanding achievement for all'.
- 

Leading edge **training and development** through the South Yorkshire Teaching Hub.
- 

A **collaborative environment** encouraging knowledge sharing and support.
- 

Discounted **health schemes** through Westfield Health and Westfield Rewards Schemes.
- 

Competitive **pension schemes**: Teacher's Pension Scheme (teaching staff) and local government pension scheme (support staff).
- 

Term-time only contract postholders have the freedom of having **school holidays** off.
- 

**Career progression** opportunities within a growing, local trust.
- 

Support for **flexible working** arrangements.

You can read more about Chorus Trust at [www.chorustrust.org](http://www.chorustrust.org).

## To apply

- Full application pack and application forms available from: [www.chorustrust.org/vacancies](http://www.chorustrust.org/vacancies)
- Completed application forms are to be sent to: Lisa Critchlow (HR Officer) at: [recruitment@hopevalley.chorustrust.org](mailto:recruitment@hopevalley.chorustrust.org)
- Please note that CVs and council application forms will not be accepted.
- Deadline for applications: 11.59pm on 11 November 2024.
- Interviews to be held: week beginning 18 November 2024.

### Disability confident

Chorus Trust is part of the disability confident scheme. We guarantee to interview all disabled applicants who meet the minimum criteria for the vacancy.



### Safeguarding

At Chorus Trust we are committed to the safeguarding of all our pupils, please visit our website to access our safeguarding and child protection policy at [www.chorustrust.org/policies](http://www.chorustrust.org/policies).

The trust will conduct an online search of the successful candidate in line with the DfE's keeping children safe in education advice.

The successful candidate will be required to complete a Disclosure and Barring Service (DBS) check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.